DAFTAR PUSTAKA

Akkaya, R. (2015). An investigation into the *Number Sense* performance of secondary school students in Turkey. *Journal of Education and Training Studies*, *4*(2), 113–123.

Allen, M. J., & Yen, W. M. (2001). *Introduction to Measurement Theory*. Waveland Press.

Alsawaei, O. N. (2012). *Number Sense*-based Strategies used by High-achieving Sixth Grade Students who experienced Reform Textbooks. *International Journal of Science and Mathematics Education*, *10*(5), 1071–1097.

Andrews, P., Sayers, J., & Marschall, G. (2015). Developing foundational *Number Sense*: Number line examples from Poland and Russia. In *CERME 9-Ninth Congress of the European Society for Research in Mathematics Education* (pp. 1681–1687).

Antolin, D. D., & Lipovec, A. (2017). Mathematical experiences and parental involvement of parents who are and who are not mathematicians. *Irish Educational Studies*, *36*(3), 357–374.

Ardilla, Alfredo, Galeano, L. M., & Roselli, M. (1998). Toward a model of neuropsychological activity. *Neuropsychology Review*, *8*(4), 171–190.

Aubrey, Carol, & Godfrey, R. (2003). The development of children's early numeracy through Key Stage 1. *British Educational Research Journal*, *29*(6), 821–840.

Avcu, R. (2010). Eight graders' capabilities in exponents: making mental comparisons. *Practice and Theory in System of Education*, *5*(1), 39–48.

Bay, Jennifer, M., Reys, R. E., Simms, K., & Taylor, P. M. (2000). Bingo games: Turning student intuitions into investigations in probability and *Number Sense*. *The Mathematics Teacher*, *93*(3), 200.

Berch, D. B. (2005). Making sense of *Number Sense*: Implications for children with mathematical disabilities. *Journal of Learning Disabilities*, *38*(4), 333–339.

Bruer, J. T. (1997). Education and the brain: A bridge too far. *Educational Researcher*, *26*(8), 4–16.

Bütüner, S. Ö. (2018). Comparing the use of *Number Sense* strategies based on student achievement levels. *International Journal of Mathematical Education in Science and Technology*, *49*(6), 824–855.

Cai, J. (2003). Investigating Parental Roles in Students' Learning of Mathematics from a Cross-National Perspective. *Mathematics Education Research Journal*, *15*(2), 87–106.

Carpenter, T. P., Kepner, H., Corbiit, M. L., Lindquist, M. M., & Reys, R. E. (1980). Results and implications of the second NAEP mathematics assessments: Elementary school. *The Arithmetic Teacher*, *27*(8), 10–47.

Case, R. (1998). A psychological model of *Number Sense* and its development. In

Inannual meeting of the American Educational Research Association. San Diego.

Chattopadhyay, Sarkar, K. C., & Koner, S. (2017). *Number Sense* of High School Students: An Assessment. *International Research Journal of Interdisciplinary & Multidisciplinary Studies*, *3*(1), 212–218.

Chen, F., Yan, Y., & Xin, T. (2017). Developing a learning progression for *Number Sense* based on the rule space model in China. *Educational Psychology*, *37*(2), 128–144.

Creswell, J. W., & Clark, V. L. (2017). *Designing and conducting mixed methods research*. *Sage publications*. Los Angeles: Sage Publications.

Dehaene, S. (2009). Origins of mathematical intuitions. *Annals of the New York Academy of Sciences*, *1156*(1), 232–259.

Faulkner, V. N. (2009). The components of *Number Sense*: An instructional model for teachers. *Teaching Exceptional Children*, *41*(5), 24–30.

Fennell, F., & Karp, K. (2017). Fraction Sense: Foundational Understandings. *Journal of Learning Disabilities*, *50*(6), 648–650.

Ghazali, Munirah, Rahman, S. A., Ismail, Z., Idros, S. N., & Saleh, F. (2003). Development of a framework to assess primary students' *Number Sense* in Malaysia. In *Proceedings of the International Conference: The Decidable and the Undecidable in Mathematics Education* (pp. 83–87).

Griffin, S. (2004). Teaching *Number Sense*. *Educational Leadership*, *61*(5), 39.

İymen, E., & Paksu, A. D. (2015). Analysis of 8th grade students' *Number Sense* related to the exponents in terms of *Number Sense* components. *Education & Science/Egitim ve Bilim*, *40*(177).

Izard, V., Pica, P., Spelke, E. S., & Dehaene, S. (2008). Exact equality and successor function: Two key concepts on the path towards understanding exact numbers. *Philosophical Psychology*, *21*(4), 491–505.

Jordan, N. C., Glutting, J., & Ramineni, C. (2010). The importance of *Number Sense* to mathematics achievement in first and third grades. *Learning and Individual Differences*, *20*(2), 82–88. https://doi.org/10.1016/j.lindif.2009.07.004

Jordan, N. C., Resnick, I., Rodrigues, J., Hansen, N., & Dyson, N. (2017). Delaware longitudinal study of fraction learning: Implications for helping children with mathematics difficulties. *Journal of Learning Disabilities*, *50*(6), 621–630.

Jordan, Nancy, C., Glutting, J., & Ramineni, C. (2010). The importance of *Number Sense* to mathematics achievement in first and third grades. *Learning and Individual Differences*, *20*(2), 82–88.

Kaminski, E. (2002). Promoting mathematical understanding: *Number Sense* in action. Mathematics Education Research Journal. *Mathematics Education Research Journal*, *14*(2), 133–149.

Kuldas, S., Sinnakaudan, S., Hashim, S., & Ghazali, M. (2017). Calling for the development of children's *Number Sense* in primary schools in Malaysia. *Education 3-13*, *45*(5), 586–598.

Lefevre, J.-A., Tamara, C., & Stringer, A. P. (2002). Influences of language and parental involvement on the development of counting skills: Comparisons of French-and English-speaking Canadian children. *Early Child Development and Care*, *172*(3), 282–300.

Libertus, E, M., Feigenson, L., & Halberda, J. (2013). Is approximate number precision a stable predictor of math ability? *Learning and Individual Differences*, *25*, 126–133.

Lipton, J. S., & Spelke, E. S. (2003). Origins of *Number Sense*: Large-number discrimination in human infants. *Psychological Science*, *14*(5), 396–401.

Lock, R. H., & Gurganus, S. (2004). Promote *Number Sense*. *Intervention in School and Clinic*, *40*(1), 55–58.

Ma, X. (2001). Participation in advanced mathematics: Do expectation and influence of students, peers, teachers, and parents matter? *Contemporary Educational Psychology*, *26*(1), 132–146.

Maloofeeva, Elena, Day, J., Saco, X., Young, L., & Ciancio, D. (2004). Construction and evaluation of a *Number Sense* test with head start children. *Journal of Educational Psychology*, *96*(4), 648.

Markovits, Z., & Pang, J. (2007). The ability of sixth grade students in Korea and Israel to cope with *Number Sense* tasks. In *Proceedings of the 31st Conference of the International Group for the Psychology of Mathematics Education* (pp. 241–248).

McIntosh, A., Reys, B. J., & Reys, R. E. (1992). A proposed framework for examining basic *Number Sense*No Title. *For the Learning of Mathematics*, *12*(3), 2–44.

Mohamed, M., & Johnny, J. (2010). Investigating *Number Sense* among students. *Procedia-Social and Behavioral Sciences*, *8*, 317–324.

Muir, T. (2012). What is a reasonable answer?: Ways for students to investigate and develop their *Number Sense*. *Australian Primary Mathematics Classroom*, *17*(1), 21.

NCTM. (1989). *Curriculum and evaluation standards for school mathematics*.

NCTM. (2000). *Principles and standards for school mathematics (Vol. 1)* (Vol 1). National Council of Teachers of.

Nelson, F. H., Rosenberg, B., & Meter, N. Van. (2003). *Charter School Achievement On The 2003 National Assessment Of Educational Progress*.

Nickerson, S. D., & Whitacre, I. (2010). A local instruction theory for the development of *Number Sense*. *Mathematical Thinking and Learning*, *12*(3), 227–252.

Novack, J. D. (2002). Meaningful learning: The essential factor for conceptual change in limited or inappropriate propositional hierarchies leading to empowerment of learners. *Science Education*, *86*(4), 548–571.

Nurmaulisihitni, Sugianto, & Dian, H. (2014). *Number Sense* bentukan siswa dalam menyelesaikan soal operasi hitung bilangan bulat di MTS. *Jurnal Pendidikan Dan Pembelajaran*, *3*.

Olanof, D., Hellen, A. F., Tobias, J. M., Welder, R. M., Thanheiser, E., & Fieldman, Z. (2014). Facilitating prospective teachers' fraction *Number Sense* development through problem solving and problem posing. In *PME 38 / PME-NA 36*. Vancouver, Canada.

Permendikbud. (2016). *Standar Isi pendidikan Dasar dan Menengah yang memuat tentang Tingkat Kompetensi dan Kompetensi Inti Sesuai dengan Jenjang dan Jenis Pendidikan tertentu*.

Reys, B. J. (1994). Promoting *Number Sense* in the Middle Grades. *Mathematics Teaching in the Middle School*, *1*(2), 114–120.

Reys, R. E., Lindquist, M. M., Lambdin, D. V., & Smith, N. L. (2007). *Helping children learn mathematics* (8th ed.). Hobroken, NJ: Jhon Wiley & Sons.

Reys, R. E., & Yang, D.-C. (1998). Relationship between computational performance and *Number Sense* among sixth and eighth grade students in taiwan. *Journal for Research in Mathematics Education*, *29*(2), 225–237.

Riduwan. (2013). *Belajar mudah penelitian*. Bandung: Alfabeta.

Robinson, C. S., Menchetti, B. M., & Torgesen, J. K. (2002). Toward a two-factor theory of one type of mathematics disabilities. *Learning Disabilities Research & Practice*, *17*(2), 81–89.

Rogers, A. (2009). Mental computation in the primary classroom. In *In MAV Annual Conference* (pp. 190–199).

Russell Gersten, & Chard, D. (1999). *Number Sense*: Rethinking arithmetic instruction for students with mathematical disabilities. *The Journal of Special Education*, *33*(1), 18–28.

Şengül, S. (2013). Identification of *Number Sense* Strategies used by Pre-Service Elementary Teachers. *Educational Sciences: Theory & Practice*, *13*(3), 1–24. https://doi.org/10.12738/estp.2013.3.1365

Şengül, S., & Gülbağcı, H. (2012). Evaluation of *Number Sense* on the Subject of Decimal Numbers of the Secondary Stage Students in Turkey. *International Online Journal of Educational Sciences*, *4*(2).

Shumway, J. F. (2011). *Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3*. Stenhouse Publishers.

Singh, P. (2009). An assessment of *Number Sense* among secondary school students. *International Journal for Mathematics Teaching and Learning*, 1–27.

Sood, S., & Jitendra, A. K. (2007). A comparative analysis of *Number Sense* instruction in reform-based and traditional mathematics textbooks. *The Journal of Special Education*, *41*(3), 145–157.

Vanbist, Kiran, Ghesquière, P., & Smedt, B. De. (2014). Arithmetic strategy development and its domain-specific and domain-general cognitive correlates: A longitudinal study in children with persistent mathematical learning difficulties. *Research in Developmental Disabilities*, *35*(11), 3001–3013.

Veloo, P. K. (2012). The Development of *Number Sense* Proficiency: An Intervention Study with Year 7 Students in Brunei Darussalam. *The Mathematics Educator*, *13*(2), 39–54.

Veloo, P. K. (2012). The Development of *Number Sense* Proficiency: An Intervention Study with Year 7 Students in Brunei Darussalam. *The Mathematics Educator*, *13*(2), 39–54.

Walpole, R. E. (1992). *Pengantar Statistika* (3rd ed.). Yogyakarta: Gramedia Pustaka Utama.

Widoyoko, E. P. (2009). *Evaluasi program pembelajaran*. Yogyakarta: Pustaka Pelajar.

Wilson, A. J., Dehaeane, S., Dubois, O., & Fayol, M. (2009). Effects of an adaptive game intervention on accessing *Number Sense* in low-socioeconomic-status kindergarten children. *Mind, Brain, and Education*, *3*(4), 224–234.

Wynn, K. (1992). Children's acquisition of the number words and the counting system. *Cognitive Psychology*, *24*(2), 220–251.

Yang, D.-C. (2005). *Number Sense* strategies used by 6th-grade students in Taiwan. *Educational Studies*, *31*(3), 317–333.

Yang, D.-C., Hsu, C.-J., & Huang, M.-C. (2004). A study of teaching and learning *Number Sense* for sixth grade students in Taiwan. *International Journal of Science and Mathematics Education*, *2*(3), 407–430.

Yang, D.-C., & Lin, Y.-C. (2015). Assessing 10-to 11-year-old children's performance and misconceptions in *Number Sense* using a four-tier diagnostic test. *Educational Research*, *57*(4), 368–388.

Yang, D.-C., & Wu, W.-R. (2010). The Study of *Number Sense*: Realistic Activities Integrated into Third-Grade Math Classes in Taiwan. *The Journal of Educational Research*, *103*(6), 379–392.

Yang, Der-Ching, Li, M., & Lin, C.-I. (2008). A study of the performance of 5th graders in *Number Sense* and its relationship to achievement in mathematics. *International Journal of Science and Mathematics Education*, *6*(4), 789–807.

Zanzali, N. A. A., & Ghazali, M. (1999). Assessment of school children's *Number Sense*. In *In Proceedings of the International Conference on Mathematics Education into the 21st Century: Societal Changes: Issues and Approaches*.